DOCUMENT RESUME

ED 183 952 CE 024 753

TITLE	Implementing Career Education. Master Trainer Workshop Participant's Packet.
INSTITUTION	California State Dept. of Education, Sacramento.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	554AH80498
PUB DATE	80
GRANT	60-10000-3-8-195
NOTE	37p.: For related documents see CE 024 754, ED 140 088-090, ED 145 097, ED 145 248, and ED 173 567-568.
AVAILABLE FROM	Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.25)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Career Education; Elementary Secondary Education; *Inservice Education; Learning Activities; *Planning; Professional Personnel; *Program Development; *Program Implementation; Training Methods; *Workshops

ABSTRACT

Designed for participants in the master trainer workshop, the purpose of this simulation is to train a cadre of district personnel to conduct similar workshops as part of their district's efforts to implement or expand career education activities. Six activities included in the guide are designed to foster (1) development of a definition of career education, (2) development of career education goals and a ranking of goals in accordance with the priorities of the district, (3) development of individual career education infusion units, and (4) discussion and development of strategies for community involvement. The final activity directs participants to design and develop an action plan for the implementation or expansion of career education in a district or school. (LRA)

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Implementing Career Education

Master Trainer Workshop Participant's Packet

CE 024 153

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Prepared under the direction of the
Personal and Career Development Services Unit

MAY 1 1980

This publication, which was funded with Elementary and Secondary Education Act, Title IV-B, funds, was edited and prepared for photo-offset production by the Bureau of Publications, California State Department of Education, and published by the Department, 721 Capitol Mall, Sacramento, CA 95814.

Printed by the Office of State Printing and distributed under the provisions of the Library Distribution Act

1980

Copies of this publication are available for $1.25 each, plus sales tax for California residents (6 percent in most counties; 6½ percent in four Bay Area counties), from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802.

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This document was developed under Grant 554AH80498, Public Law 93-380, Subpart C, Education Amendments of 1974, U.S. Office of Education, and Grant 60-10000-3-8-195, PL 94-482, Subpart 3, Education Amendments of 1976, U.S. Office of Education. Points of view or opinions expressed herein do not necessarily represent policies or positions of the U.S. Office of Education.

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Welcome, Master Trainers!

As an introduction to this workshop, you received a letter outlining the master trainer process and your involvement in the process. The purpose of this simulation is to train a cadre of district personnel to conduct similar workshops as part of their district's efforts to implement or expand career education activities. During this simulation process you will be expected to participate in activities designed to foster:

1. Development of a definition of career education
2. Development of career education goals and a ranking of goals in accordance with the priorities of your district
3. Development of individual career education infusion units
4. Discussion and development of strategies for community involvement

As the culmination of this workshop, you will design and develop an action plan for the implementation or expansion of career education in your district or school. Your personal commitment to this training process is vital to your success as a future trainer.

Activity 1.0

Definition of Career Education

1.1 Large-group activity

1.1.1 Introduction

1.2 Small-group activity

1.2.1 Individual reading

1.2.1.1 Premises underlying career education

1.2.1.2 Key ideas

1.2.1.3 Definition of career education

1.2.2 Group development of career education definition

1.2.3 Group sharing of career education definitions on poster paper

1.2.4 Presentation of small-group definitions to the large group

1.3 Large-group activity

1.3.1 Discussion of the small-group definitions by the large group

1.3.2 Consensus definition

Career Education Information Sheet

What is career education? Perhaps the easiest way to define career education is to examine what career education is *not*. First of all, career education is not vocational education. Although both are concerned with the world of work, the terms are not synonymous. Career education is designed for all students from kindergarten throughout their adult lives; vocational education involves job entry training for a certain percentage of students. Second, career education does not have to be an added class. It can involve work with existing classes and infusion of the concepts of career education into the current curriculum. Finally, career education is not merely a process of exposing students to the occupational opportunities available to them.

Career awareness is an important component of the career education idea, but it is only one part of the total concept. As one teacher said, "Most teachers start out thinking of career education as being career awareness; what the available jobs are. But it's really much more. You're not preparing students for specific jobs; you're preparing them to be functioning, satisfied people in life."

So career education is neither vocational education nor an added program, and it does not involve just telling students about various careers. It is a specific approach to education—one way to teach students the many skills they'll need to find satisfying roles in life. Career education is not a rigid formula. It is simply a concept, and there are many different methods that can be used to translate the basic principles of career education into a specific program.

The basic premises of career education are as follows:

1. Students are motivated to learn more in school if they understand the relationships between what they are learning and the world of work.
2. Basic academic skills, a personally meaningful set of work values, and good work habits are adaptability tools needed by all persons who work in today's rapidly changing society.
3. Career development is a part of human development, and it begins in the preschool years and continues throughout life.
4. A specific occupational choice represents only one of the choices involved in career development.
5. Opportunity for full career development must be ensured by eliminating discrimination and occupational stereotyping and by encouraging students to explore occupations in nontraditional areas.
6. Career decision-making skills, job-seeking skills, and employment skills can be learned by most individuals. Once learned, these skills can enhance career development.
7. Most adults will go through the interrelated processes of career planning, career preparation, and decision making several times in their lives.
8. An individual's style of living is significantly influenced by the work the person engages in.
9. The relationships between education and work are more meaningful to students when career education concepts are infused into all subject matter.
10. The understanding and acceptance of self is important throughout life and relates directly to career aspirations.

From the above premises the following key ideas and terms emerge:

- *Articulation:* Infusion must be coordinated from developmental level to developmental level and from subject matter to subject matter.
- *Career:* The term "career" means the individual's total life experience.
- *Comprehensive:* Career education begins with the very young child and continues through the entire kindergarten through grade twelve educational continuum.
- *Cope:* Through decision-making activities and other career education activities, the learner acquires the ability to understand and respond to situations in the real world.
- *Decision making:* A well-planned career education process offers to students a wide range of experiences so that they can make choices concerning both work and leisure that are appropriate to their own interests, attitudes, and aptitudes.
- *Fairness:* "Fairness" means freedom from stereotyped roles based on sex, race, or handicap.
- *Individual:* Career education focuses primarily on the needs of each student and not on the institution.
- *Infusion:* Infusion of career education into the curriculum is accomplished by integrating career experiences into existing subject matter.
- *Leisure:* "Leisure" is defined as freedom from required effort. The rewards of leisure-time activities include both the doing and the end product.
- *Life-span:* The process of career education is a lifelong process.
- *Process:* Career education is not a program, project, or separate course; it is a series of experiences that permeates the entire educational program, including the application of basic academic skills to life situations.

Any career education definition incorporating these key ideas will serve as a basis for meaningful communication about career education. Instead of learning a given definition, develop your own definition, one that is adapted to the special needs of your school, district, and community.

Career education has been defined in many ways. The two definitions provided below contain some of the viewpoints and essential ideas that are common to most definitions.

The U.S. Office of Education has developed the following definition:

> In a generic sense, the definition must obviously be derived from definitions of the words "career" and "education." In seeking a generic definition for career education, these words are defined as follows:
>
> Career is the totality of work one does in his or her lifetime.
> Education is the totality of experiences through which one learns.
>
> Based on these two definitions, career education is defined as follows:
>
> Career education is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

The draft version of the "California Plan for Career Education" contains the following definition:

> *Career education* is a comprehensive lifelong educational process which encourages and enables all individuals at all levels of their development to make appropriate personal applications of learning in order to prepare for and achieve a satisfying career and life-style.

Activity 2.0

Career Education Goals

2.1 Large-group activity

2.1.1 Explanation of the activity

2.2 Small-group activity

2.2.1 Reading of the goals individually

2.2.2 Ranking of the goals in accordance with your priorities

2.2.3 Discussion of the rankings with other members of your group and reaching a consensus ranking for the group

2.3 Large-group activity

2.3.1 Small-group ranking report to the large group

2.3.2 Discussion of the total composite of the rankings

Career Education Goals

Once you have defined career education, you will need a set of guidelines for planning, promoting, implementing, and evaluating your career education activities.

The overall goal of career education is to develop and sustain in students the skills and attitudes they need to assess, select, prepare for, and pursue a satisfying career and life-style.

On the basis of the definition of career education, and the overall goal of career education, eight career education goals have been identified. These goals apply, in varying degrees, to all learners throughout the career development process. As listed below, these goals provide a foundation for reorienting curricula, instructional activities, guidance services, and community involvement.

1. *Attitude development:* Develop positive attitudes toward learning, work, leisure, and individual and cultural differences regardless of sex, race, or handicap.
2. *Basic skills:* Master the skills that are essential to preparation for and success in a constructive and satisfying career.
3. *Career awareness and exploration:* Develop an early and continuing awareness of career options and opportunities; and explore these in relation to personal values, interests, and aptitudes, which change as one matures.
4. *Career decision making:* Engage in a career development process designed to increase knowledge of self, work, leisure, and society; and apply this knowledge in making appropriate decisions along the career development continuum.
5. *Consumer and economic awareness:* Understand the contribution of work to the economic system, and acquire the consumer competencies needed to make appropriate decisions in the use of individual resources.
6. *Educational awareness:* Recognize that all educational experiences are integrated with total career development and preparation.
7. *Occupational preparation:* Develop the competencies needed to enter an educational or occupational level or progress to the next educational or occupational level.
8. *Self-awareness:* Develop a positive attitude toward self and others, a sense of self-worth, and the motivation to accomplish personal goals.

Now that you have read the goals, turn to page 9, and take a few minutes to rank them from 1 to 8 (1 is the highest; 8 is the lowest) in accordance with your priorities. After you rank the goals, discuss your rankings with your group, and see whether you can reach consensus on a group ranking.

10

Career Education Goal Cards

(This is an optional activity.)

1. Attitude development

Develop positive attitudes toward learning, work, leisure, and individual and cultural differences regardless of sex, race, or handicaps.

2. Basic skills

Master the skills that are essential to preparation for and success in a constructive and satisfying career.

3. Career awareness and exploration

Develop an early and continuing awareness of career options and opportunities, and explore these in relation to personal values, interests, and aptitudes, which change as one matures.

4. Career decision making

Engage in a career developmental process designed to increase knowledge of self, work, leisure, and society; and apply this knowledge in making appropriate decisions along the career development continuum.

5. Consumer and economic awareness

Understand the contribution of work to the economic system, and acquire the consumer competencies needed to make appropriate decisions in the use of individual resources.

6. Educational awareness

Recognize that all educational experiences are integrated with total career development and preparation.

7. Occupational preparation

Develop the competencies needed to enter or progress to the next educational level or occupational level.

8. Self-awareness

Develop a positive attitude toward self and others, a sense of self-worth, and the motivation to accomplish personal goals.

Goal-Ranking Chart

1. ☐ Attitude development
2. ☐ Basic skills
3. ☐ Career awareness and exploration
4. ☐ Career decision making
5. ☐ Consumer and economic awareness
6. ☐ Educational awareness
7. ☐ Occupational preparation
8. ☐ Self-awareness

Small-Group Consensus Chart

Goals	Group member									Raw score	Rank
	1	2	3	4	5	6	7	8	9		
1. Attitude development											
2. Basic skills											
3. Career awareness and exploration											
4. Career decision making											
5. Consumer and economic awareness											
6. Educational awareness											
7. Occupational preparation											
8. Self-awareness											

Activity 3.0

Elimination of Bias and Stereotyping

3.1 Large-group activity

3.1.1 Awareness activity

3.2 Small-group activity

3.2.1 Situations involving stereotypes

3.2.2 Groups' interpretations of and reactions to situations

3.3 Large-group activity

3.3.1 Reports from Activity 3.2 to the large group

3.4 Large-group activity

3.4.1 Presentation on achieving equal opportunity education

3.4.2 Presentation on evaluating instructional programs and curriculum materials for bias and stereotyping

Activity 4.0

Infusion of Career Education

4.1 Large-group activity

4.1.1 Discussion of the infusion process

4.2 Small-group activity

4.2.1 Development of individual infusion units, using the prescribed format

4.2.2 Brief discussion of units with other members of the small group

4.2.3 Selection of a unit to present to the large group

4.3 Large-group activity

4.3.1 Sharing of units selected by the small groups

Supportive Concepts for Each Career Education Goal

Career education and the career education process involve reorientation of instructional programs and guidance programs and are based on the following concepts to enable individuals to associate learning with career applications, implications, and options.

For each career education goal, basic concepts have been identified. The following outline shows the goals expanded to include the concepts.

1. Attitude development

   Goal:

   Develop positive attitudes toward learning, work, leisure, and individual and cultural differences.

   Supportive concepts of career education:

   a. Work means different things to different people.

   b. Personal relationships with co-workers are important to job satisfaction.

   c. An individual's attitude may affect experiences in an occupation.

   d. Relating attitudes and interests to characteristics of occupations improves the probability of satisfaction with one's occupational choice.

   e. Individuals work to meet personal and social needs and to obtain various rewards or satisfactions.

   f. Worthwhile use of leisure time is vital to mental and physical health.

   g. Each individual has a contribution to make to the world of work.

   h. There is dignity in work.

   i. Work is important to the worker and to society.

2. Basic skills

   Goal:

   Master the basic skills that are essential for successful preparation for a constructive and satisfying career.

   Supportive concepts of career education:

   a. Knowledge and skills in different subjects are related to performance in different work roles.

   b. A direct relationship exists between education and an individual's employability.

3. Career awareness and exploration

   Goal:

   Develop an early and continuing awareness of career options and opportunities; and explore these in relation to changing personal values, interests, and aptitudes.

Supportive concepts of career education:

a. A wide variety of occupations may be classified in several ways.

b. Information about occupations is needed by all individuals.

c. Individuals are oriented to data, people, and things.

d. Jobs are grouped by job families, or clusters.

e. Individuals may find many jobs that are suitable for them.

f. Society is dependent on the work of many people.

g. People do many kinds of work.

h. Career areas have a hierarchical structure.

4. Career decision making

Goal:

Develop an understanding of the interrelationshops among self, work, leisure, and society; and apply this knowledge in making wise decisions along the career development continuum.

Supportive concepts of career education:

a. Environment and individual potential interact to influence career development.

b. Individuals must be adaptable in a changing society.

c. Job specialization creates interdependency.

d. Technological progress eliminates changes and creates jobs.

e. Supply and demand help determine occupational choice.

f. Occupational choice affects the individual's life-style.

g. Occupational choice is a developmental process.

h. Some individuals live in a particular geographical location because of the nature of their work.

i. Leisure-time activities may affect occupational choice.

j. Geographical settings affect work.

k. Individuals are responsible for their own career planning.

l. Finding out about one's self, interests, and abilities is important in decision making.

5. Occupational preparation

Goal:

Develop the competencies needed for entry into an occupation or progression to the next educational or occupational level.

Supportive concepts of career education:

a. Knowledge and skills in different subjects are related to performance in different work roles.

b. There are many training routes to job entry:

c. Jobs in the future will be different from past jobs.

d. There is need for cooperation in work.

e. There are identifiable attitudes and behaviors that enable one to obtain and hold a job.

f. Work experience facilitates career decision making.

6. Educational awareness

Goal:

Recognize that all educational experiences are integrated with total career development and preparation.

Supportive concepts of career education:

a. A relationship exists between commitment to education and work and the availability and utilization of leisure time.

b. In the future individuals may have to be involved continually in retraining for maintenance of occupational status.

c. Individuals require education to cope with a changing society.

d. Education and work are interrelated.

e. School is part of the preparation for a life of work.

7. Consumer and economic awareness

Goal:

Understand the contribution of work to the economic system, and acquire the consumer competencies needed to make wise decisions in the use of individual resources.

Supportive concepts of career education:

a. Economic and political forces create changes in employment opportunities.

b. Occupations exist for society's purposes; all jobs contribute to society's ways of living.

8. Self-awareness

Goal:

Acquire a positive attitude toward self and others, a sense of self-worth, and the motivation to accomplish personal goals.

Supportive concepts of career education:

a. Individuals differ in their interests, aptitudes, abilities, values, and attitudes.

b. The understanding, acceptance, and development of self is a lifelong process and is constantly changed and influenced by life experiences.

c. People have dignity.

d. Hobbies and interests may lead to a vocation.

e. Satisfying and rewarding work may bring self-fulfillment.

f. People need to be recognized as having dignity and worth.

Infusion

If career education were simply an "add on," we would only have to provide new educational materials to supplement or replace existing materials. Instead, we must integrate career education concepts into the total educational structure. This is the infusion process. By definition, then, infusion is a strategy whereby the concepts of career education are integrated with subject-matter activities and guidance activities. Infusion is the key to career education, the means by which career education transforms traditional education.

Once you have heard the presentation on the format for developing a career education unit, you are to develop a unit for your instructional area or guidance area on the blank pages provided. Work individually, but feel free to confer with other members of your small groups if problems arise. Use the pages that follow as reference material as you develop your unit.

When everyone has completed his or her unit, discuss the units in your small group. As a group choose the unit you want to share with the large group when it reconvenes.

Please remember that all units that are developed will be turned in at the completion of the activity, reproduced, and given to all workshop participants. The use of your name is optional.

Sample

Infusion Activity

Name *(Optional)* Grade level *5-6*

Title:

Math—Addition and subtraction of multicolumn figures

Student outcomes:

The students will be able to add and subtract multicolumn figures in accordance with criteria acceptable at this grade level.

Activity as currently practiced:

The students complete a series of drill sheets and take a quiz at the end of the unit.

Materials and resources currently used:

Drill sheets

Quiz

Related concepts and/or outcome statements:

Consumer and economic awareness and educational awareness.

Students need to know that skills in reading, writing, and arithmetic are basic to career planning.

Activity modified to include the infusion process:

Give each student a check register. Tell the students that each of them has a $500 balance. Show them where to enter the balance. Hand out catalogs and ads from newspapers.

Resources and materials needed to expand this activity to include the infusion process:

Check registers

Advertisements from newspapers

Catalogs of toys and games or Sears catalogs

Activity modifications to include community cooperation/collaboration:

Ask parents to take the students shopping, and have the students keep a duplicate checkbook (cooperation).

Request check registers from a local bank, and work with the bank personnel to develop for classroom use activities that relate grade five and grade six math to occupations in banking (collaboration).

Sample

Infusion Activity

Name *(Optional)* Grade level *Secondary*

Title:

Social studies—"The History of the California Gold Rush"

Student outcomes:

Students will understand how the Gold Rush affected the growth of California.

Activity as currently practiced:

Read the chapter on the Gold Rush, view the Sutter Collection filmstrip, and answer the questions at the end of the chapter.

Materials and resources currently used:

Textbook, History of California *(State-adopted textbook)*

Filmstrip

Related concepts and/or outcome statements:

Consumer and economic awareness and attitudinal development

The students need to understand the relationship between school experiences and the world of work.

Activity modified to include the infusion process:

Follow the history of the Gold Rush through the eyes of tentmaker and sailmaker Levi Strauss. When the sail business failed, Levi Strauss made tents, pants, and jackets. He was able to adapt, and as a result, he survived when the Gold Rush ended.

Resources and materials needed to expand this activity to include the infusion process:

Brochure from Levi Strauss, San Francisco, on its history

Financial reports from the newspaper

Activity modifications to include community cooperation/collaboration:

Request information from Levi Strauss (cooperation).

Work with a representative of Levi Strauss to design activities for the classroom (collaboration).

Infusion Activity

Name _____ Grade level _____

Title:

Student outcomes:

Activity as currently practiced:

Materials and resources currently used:

Related concepts and/or outcome statements:

Activity modified to include the infusion process:

Resources and materials needed to expand this activity to include the infusion process:

Activity modifications to include community cooperation/collaboration:

Infusion Activity

Name _____ Grade level _____

Title:

Student outcomes:

Activity as currently practiced:

Materials and resources currently used:

Related concepts and/or outcome statements:

Activity modified to include the infusion process:

Resources and materials needed to expand this activity to include the infusion process:

Activity modifications to include community cooperation/collaboration:

Infusion Activity

Name _____ Grade level _____

Title:

Student outcomes:

Activity as currently practiced:

Materials and resources currently used:

Related concepts and/or outcome statements:

Activity modified to include the infusion process:

Resources and materials needed to expand this activity to include the infusion process:

Activity modifications to include community cooperation/collaboration:

Activity 5.0

Community Involvement

5.1 Large-group activity

5.1.1 Introduction—slide/tape presentation

5.1.2 Brainstorming

5.2 Small-group activity

5.2.1 Individual reading of "Hints for Effective Use of Community Resources"

5.2.2 Completion of file cards regarding community resources *and* sharing of responses within the small groups

5.2.3 In the small groups selection of at least one example from each of the categories to share with the other groups

5.3 Large-group activity

5.3.1 Report of the selections for Activity 5.2.3 above to the large group

5.4 Large-group activity

5.4.1 Presentation on local efforts in the area of community involvement (optional)

5.4.2 Presentation on the career information center (optional)

Hints for Effective Use of Community Resources

The information provided below deals with the reasons for using community resources, categories of community resources, and effectiveness of community resources.

Why Use Community Resources?

Community resources should be used to support and augment classroom instruction through:

1. Using concrete illustrations and demonstrations to clarify concepts and to make the teaching-learning process more relevant
2. Providing a more realistic picture of actual life and work situations
3. Merging career education concepts with real work needs
4. Expanding for students the ranges of opportunities, expertise, and information available to them
5. Providing accurate and current information about cultural experiences, life-styles, occupational opportunities, career ladders, and training requirements
6. Making the student more aware of the community as a place in which to live, work, and volunteer

Community resource persons participate in instructional programs in various ways. Many community representatives visit classrooms as demonstrators-speakers. They provide information about occupations and career ladders, talk about the manner in which leisure activities and life-styles complement work, describe and demonstrate skills related to a specific job or leisure activity, and/or discuss the importance and uses of education and training in various life roles.

Other community representatives host individuals or a small group of students at their place of employment. These resource persons guide students through a variety of job stations at the site; provide opportunities for students to interview employees of the firm; and discuss the hiring practices, needed training, desirable traits, and work standards required of employees. Often, community resource persons allow students to "sample" the duties and tasks involved in various jobs, thereby enabling students to discover the skills, work environments, and satisfactions that are associated with specific occupations.

Community Resource Categories

Community resources can generally be classified in one of three categories: (1) human resources; (2) services/facilities/activities; and (3) material resources.

Human resources include:

1. Staff members
2. Students
3. Parents
4. Speakers from industry, labor, business, education, government, community organizations, recreation, and so forth. (Speakers should be able to do more than just talk about occupations; they should be able to provide expertise to augment any learning situations.)

Services/facilities/activities include:

1. Field trips
2. Tours
3. Advisory committees
4. Work experience sponsors
5. Training opportunities for both students and teachers

Material resources include:

1. Audiovisual materials
2. Displays
3. Brochures and pamphlets
4. Demonstration kits
5. Books

Basis for Community Resource Effectiveness

To be effective, the community resource must:

1. Be relevant to the instructional objectives and learning objectives.
2. Contribute to subject-matter content.
3. Be appropriate for the age and career development stage of the student.
4. Be of value in the learning process.

Who Should Be Involved in Career Education?

Career education, by definition, requires cooperation between the members of the educational system and the members of the community. One purpose of this packet is to make clear how this cooperation is to be achieved and who, in your educational system and its surrounding community, should be involved.

Brainstorming—Large Group

On the chalkboard or on poster paper, each of you will be asked to nominate one individual in your community who you believe should be involved in career education at your school. List also the person's occupation or activity of relevance with respect to career education. When this list has been compiled, it will be distributed to all participants as part of the workshop proceedings.

Community Resources Questionnaire

(To be completed by teachers)

1. What community resources have you used, or what resources would you consider using?

Resource name, address, and phone number	Description of how you have used this resource or would use it
a.	a.
b.	b.
c.	c.
d.	d.

2. What community resources do you need but do not have?

a.	a.
b.	b.
c.	c.

3. What people or firms do you believe have potential as community resources but to your knowledge are not being utilized?

a.	a.
b.	b.
c.	c.

Resource File

Each of you will spend the next few minutes responding to the questions listed on the small file cards or on page 28. When you have finished, discuss the results with your group. Each group is then to select one card from each of the three categories and report to the large group.

At the end of the activity, all cards will be collected and edited and will become a part of the workshop proceedings.

Activity 6.0

Action Plan

6.1 Large-group activity

6.1.1 Introduction

6.1.2 Designation of groups and explanation of rationale

6.2 Small-group activity

6.2.1 Development of action plans

6.2.2 Discussion of action plans in small groups

6.3 Large-group activity

6.3.1 Discussion of small-group action plans

6.3.2 Finalization of action plans

Development of an Action Plan

The implementation of career education can best be achieved through reorientation of education at all levels. To facilitate career education implementation, each district or school must develop its own action plan for utilizing the master trainer process in accordance with local needs and priorities. The action plan should include the following components:

- A statement of goals and objectives
- A step-by-step outline specifying how changes will be made
- Target dates for initiating and completing the steps outlined
- The names of the persons responsible for implementation of the steps in the action plan

With each component of an action plan carefully outlined, district personnel are able to implement the master trainer process to initiate or expand career education activities for *all* learners.

In the development of district career education action plans, consideration should be given to needs assessments, management, staff development, community and parental involvement, evaluation, and program finances. Tasks related to each consideration are illustrated below:

1. *Needs assessment*
   - Determine the critical needs of the population being served.
   - Determine the district personnel and resources required to meet the needs of the learners.
   - Involve students and community members in planning work observations, exploration, and "learning-by-doing" experiences.
2. *Management*
   - Adapt or adopt policies to support plans for providing career education opportunities to all learners.
   - Manage the development and dissemination of resources.
   - Obtain staff commitment to undertake tasks involved in the master trainer workshops.
   - Provide continuous assistance to teachers, counselors, administrators, and others.
   - Provide opportunities for elementary, secondary, and postsecondary staff groups to coordinate and articulate career education activities.
3. *Staff development*
   - Develop the skills to analyze and evaluate existing instructional and guidance programs to determine the extent of career education activities.
   - Develop the skills to infuse career education goals into the existing instructional and guidance programs.
   - Develop awareness of the steps necessary to eliminate bias, stereotyping, and discrimination related to age, sex, ethnic background, and handicap.

4. *Community and parental involvement*
   - Promote opportunities for community members and parents to become involved in the career education process.
   - Utilize community resources effectively and efficiently.
   - Acquaint parents and other community members with the design of a comprehensive career education plan, and involve them in the implementation of such a plan.
5. *Evaluation*
   - Provide objective-referenced evaluation of student growth related to career education goals.
   - Relate the evaluation of career education "products" to ongoing assessment practices.
   - Provide for evaluation of the effectiveness of operational plans to achieve desired outcomes for learners.
6. *Program finances*
   - Identify internal and external financial resources that are available for career education.
   - Identify existing federally funded and state-funded programs from which funds might be redirected to achieve both the program objectives and the career education goals.

Sample

Action Plan

(This action plan will serve as the basis for a follow-up study to be conducted at a later date to assist local personnel with implementation strategies.)

Action item number	Action step	Date of action initiation	Date by which results should be achieved	Person(s) responsible for implementation (name and title)
1.	Help the faculty to develop and understand career clusters related to each subject area.	After May 7, 198_	June 17, 198_	Principal (or designee)
2.	Develop a career information coordination center.	Right away	Continuous building	Principal (or designee)
3.	Acquaint the faculty with the career center and the services available within our school.	After May 7, 198_	June 17, 198_	Principal (or designee)
4.	Acquaint the faculty with what is already being done within each department.	After May 7, 198_	June 17, 198_	Principal (or designee)
5.	Evaluate the infusion program developed by the workshop participants.	May 7, 198_	May 7, 198_	Workshop team
6.	Develop infusion programs for all areas and students, including the handicapped.	Fall, 198_	By the end of the 198_-8_ school year	Principal
7.	Conduct training sessions for the remainder of the faculty.	September, 198_	September, 198_	Workshop team

Action Plan

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Other Publications Available from the Department of Education

Implementing Career Education: Master Trainer Workshop Participant's Packet is one of approximately 450 publications that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

California Master Plan for Special Education (1974)	$1.00†
California Private School Directory, 1979	5.00
California Public School Directory, 1980	11.00
California Public Schools Selected Statistics, 1977-78 (1979)	1.00
California School Accounting Manual (1978)	1.65
California Schools Beyond Serrano (1979)	.85
Career Education: A Position Paper on Career Development and Preparation (1974)	.85
Career Education Microfiche Collection Catalog (1975)	.85
Computers for Learning (1977)	1.25
Directory of Private Postsecondary Institutions in California (1978)	1.50
Discussion Guide for the California School Improvement Program (1978)	1.50*†
District Master Plan for School Improvement (1979)	1.50*
English Language Framework for California Public Schools (1976)	1.50
Establishing School Site Councils: The California School Improvement Program (1977)	1.50*†
Evaluation Report of Consolidated Application Programs (1979)	2.25
Genetic Conditions: A Resource Book and Instructional Guide (1977)	1.30
Guidance Services in Adult Education (1979)	2.25
Guide for Multicultural Education: Content and Context (1977)	1.25
Guide for Ongoing Planning (1977)	1.10
Handbook for Assessing an Elementary School Program (1980)	1.50*
Handbook for Assessing a Secondary School Program (1979)	1.50*
Handbook for Instruction on Aging (1978)	1.75
Handbook for Planning an Effective Reading Program (1979)	1.50*
A Handbook Regarding the Privacy and Disclosure of Pupil Records (1978)	.85
Health Instruction Framework for California Public Schools (1978)	1.35
Implementing Career Education: An Administrator's Handbook (1976)	.85
Implementing Career Education: California Plan, 1978-1983 (1979)	.85
Implementing Career Education: Community Involvement (1977)	.85
Implementing Career Education: Concept and Process (1977)	.85
Implementing Career Education: Exemplary Practices (1977)	.85
Implementing Career Education: Instructional Strategies Guide (1977)	.85
Implementing Career Education: Master Trainer Project Handbook (1980)	2.50
Implementing Career Education: Resources Guide (1979)	.85
Improving the Human Environment of Schools (1979)	2.50
Liability Insurance in California Public Schools (1978)	2.00
A New Era in Special Education: California Master Plan in Action (1979)	2.00
Parents Can Be Partners (1978)	1.35*
Pedestrian Rules of the Road in California (1979)	1.50
Physical Education for Children Ages Four Through Nine (1978)	2.50
Planning for Multicultural Education as a Part of School Improvement (1979)	1.25*
Planning Handbook (1978)	1.50*
Publicizing Adult Education Programs (1978)	2.00
Putting It Together with Parents (1979)	.85†
Report of the Ad Hoc Committee on Integrated Educational Programs (1978)	2.60
Science Framework for California Public Schools (1978)	1.65
Site Management (1977)	1.50
Social Sciences Education Framework for California Public Schools (1975)	1.10
Sources of Information in Career Education: An Annotated Bibliography (1975)	.85
Student Achievement in California Schools (1979)	1.25
Students' Rights and Responsibilities Handbook (1978)	1.50†
Teaching About Sexually Transmitted Diseases (1979)	1.65
A Unified Approach to Occupational Education: Report of the Commission on Vocational Education (1979)	2.00

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

†Also available in Spanish, at the price indicated.
*Developed for implementation of AB 65.

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